

**Healthy Teen Network**

MAKING A DIFFERENCE IN THE LIVES  
OF TEENS AND YOUNG FAMILIES

# **CREATING A SAFE AND COMFORTABLE LEARNING ENVIRONMENT FOR ALL:**

## **Handling Difficult Participant Behaviors & Challenging Situations**

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**Training & Technical Assistance Manager**

# INTRODUCTIONS

- Your name
- The organization you represent
- Role or title
- Name one thing that affects classroom management



# Goal

*To increase your comfort, competence, and confidence managing difficult participant behaviors and challenging situations while implementing sexuality and reproductive health education.*



# OBJECTIVES

*At the conclusion of the training, you will be able to...*

1. Explain why creating and maintaining a safe and comfortable environment is essential for facilitating an evidence-based program.
2. Identify at least three types of difficult participants.
3. Identify at least three strategies for responding to difficult participant behaviors.

# OBJECTIVES (CONT.)

*At the conclusion of the training, you will be able to...*

4. Identify three subjects that professionals must know to respond to challenging situations.
5. Apply knowledge and skills when addressing difficult participant behaviors and challenging situations.

# LOGISTICS

- Group Agreements
- Parking Lot
- Housekeeping Issues
- Training Toys



# FOLDER ORIENTATION

- About Healthy Teen Network
- About the Trainer
- Publications



# RESPONDING TO DIFFICULT PARTICIPANT BEHAVIOR: *WHY THE WORRY?*

- Evidence-based programs employ methods that actively involve participants because programs are *more effective* this way.
- Pedagogy Core Components are HOW the program facilitates the changes in knowledge, skills and attitudes.





# RESPONDING TO DIFFICULT PARTICIPANT BEHAVIOR:

## *WHY THE WORRY?*

- When educators are not comfortable managing a classroom, they often eliminate certain activities in evidence-based programs in an attempt to avoid challenging participant behaviors
- Most likely to be eliminated...
  1. Role-plays
  2. Interactive games
  3. Small and large group work



# RESPONDING TO DIFFICULT PARTICIPANT BEHAVIOR: *WHY THE WORRY?*

- Eliminating **any** activity or changing the implementation (i.e. teaching strategy) **compromises fidelity**...therefore compromising program outcomes.
- Educators need effective techniques to help manage challenging participants and they need to *practice* these techniques, so...

***Let's Get Started!***

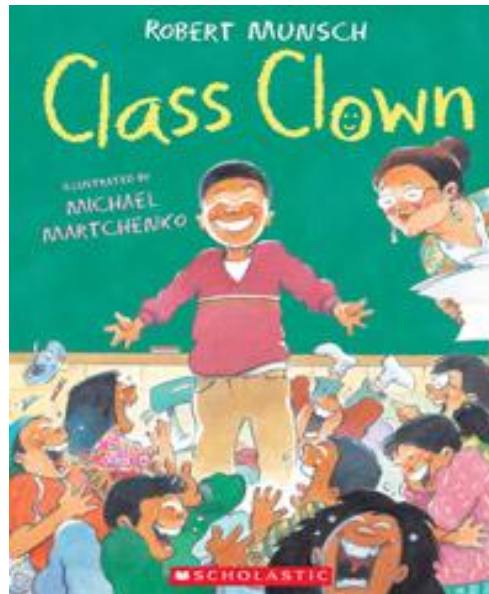




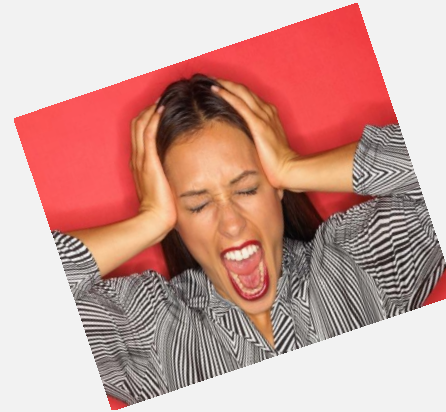
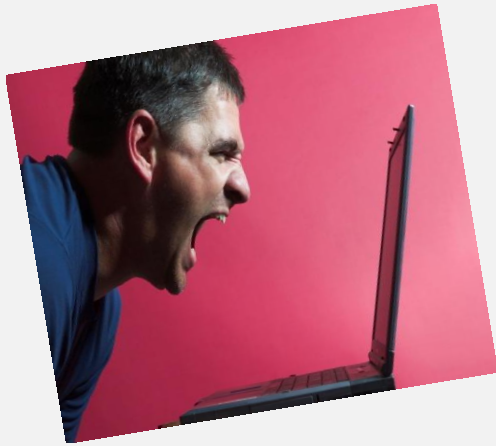
# **RESPONDING TO DIFFICULT PARTICIPANT BEHAVIOR**

# DIFFICULT PARTICIPANT BEHAVIOR, NOT DIFFICULT PARTICIPANTS

- Monopolizer
- One-Upper
- Complainer
- Intellect
- Withdrawer



- Arguer
- Questioner
- Clown
- Distracter
- Sleeper



*What strategies have you successfully used to redirect a participant's behavior?*



# STRATEGIES

## MONOPOLIZER

- Break eye contact
- Summarize their statements, then move on
- Enlist him/her to be the discussion gatekeeper assure equal opportunity to group
- Use the Parking Lot



## ONE-UPPER

- Ask a question to determine whether they actually know “it” or are pretending to know “it”



# STRATEGIES

## COMPLAINER

- Acknowledge that there are many ways to cover the content
- Reinforce that a lot of planning went into the content and process
- Use the Parking Lot



## INTELLECT

- Acknowledge their ideas and beliefs, try to agree with one thing said
- Rely on the group agreements
- Honor diversity
- Use the Parking Lot





# STRATEGIES



## ARGUER

- Don't get caught up in a power struggle
- Turn the opposing question or statement into a large group question
- Acknowledge their point, then gently present your point
- Use the Parking Lot

## WITHDRAWER

- Check to see if they are engaged in ways other than speaking (note taking, maintaining eye contact)
- Use response cards (non-verbal)
- Ask them a non-threatening question
- Ask them to lead an activity
- Leave them alone







# STRATEGIES

## QUESTIONER

- Check for understanding by asking a question
- Placate them by saying that others may have similar questions
- Rephrase the question for the entire group to answer

## CLOWN

- Laugh... as long as no one gets hurt
- Prepare a quick retort and resume content
- Thanks them for lightening the mood
- Tell them you cannot wait to see their name “up in lights”



# STRATEGIES

## DISTRACTER

- Make eye contact and hold for 3 seconds
- Ignore the behavior
- Change the type of learning activity so that all must be engaged
- Refer to group agreements



## SLEEPER

- Walk near the person without being obvious
- Vary your voice inflections and tone
- Move into non-individual type activities
- Do an energizing activity



# GENERAL STRATEGIES

- ⑥ Use the Parking Lot
- ⑥ Talk to person on break and privately
- ⑥ If the behavior continues, tell them they are being disruptive and that you may speak to their parent, guardian, case manager, principal, coach, etc.
- ⑥ Finally, if nothing succeeds, ask them to leave the group

# REMEMBER...

- 1) Separate the behavior from the person
- 2) Don't take it personally!

[www.HealthyTeenNetwork.org](http://www.HealthyTeenNetwork.org)





# ***Activity: What would you do if...***

The left side of the slide features a series of vertical stripes in various shades of teal, grey, and white. Overlaid on these stripes are several orange circles of different sizes, arranged in a cluster that tapers downwards.

# **RESPONDING TO DIFFICULT SITUATIONS**

# WHAT ARE SOME DIFFICULT SITUATIONS THAT ARE COMMON WHEN FACILITATING SEXUALITY & REPRODUCTIVE HEALTH EDUCATION PROGRAMS?



# RESPONDING TO DIFFICULT SITUATIONS



- Why is it essential to know about our professional ethical standards?
- Why is it essential to know about the law?
- Why is it essential to know about our organization policy?



# ***ACTIVITY: RESPONDING TO DIFFICULT SITUATIONS***

- What knowledge do you need to address the situation?
- What skills do you need to address the situation?
- What strategies might you use to address the situation?

# **DIFFICULT SITUATIONS**

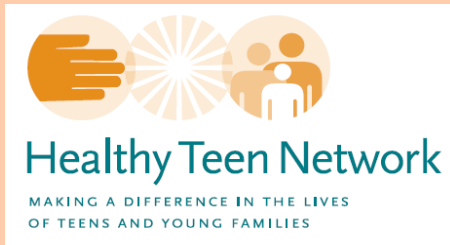
## ***DEBRIEF***



# CLOSURE...

1. Explain why creating and maintaining a safe and comfortable environment is essential for facilitating an evidence-based program.
2. Identify at least three types of difficult participants.
3. Identify at least three strategies for responding to difficult participant behaviors.
4. Identify three subjects that professionals must know to respond to challenging situations.
5. Apply knowledge and skills when addressing difficult participant behaviors and challenging situations.





Please complete the evaluation form.

*THANK YOU!*

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